

Window Notes

This strategy allows students to reflect their own interests and learning styles as they react to the material presented.

Teacher Preparation:

1. Select the material to be studied.
2. Make a copy of the Window Notes chart (2-3-2) for each student.

Lesson Plan:

1. Hand out the Window Notes chart.
2. After studying the material assigned, students should make six to eight notes that come to mind immediately, writing these notes in the appropriate section of the chart. Students need not fill in all sections nor attempt to make them even.
3. Have students meet with a partner and share/explain some of their notes.
4. Have students observe similarities and differences in the way people react to material.
5. Have each student count the number of notes in each window and reflect on what that might mean about his/her learning.

Adapted from a workshop conducted by Daniel R. Moirao for the Academically Gifted Department of the Wake County Public School System in April, 2006

Window Notes

Facts	Feelings
How many?	How many?
Questions	Ideas
How many?	How many?

Adapted from a workshop conducted by Daniel R. Moirao for the Academically Gifted Department of the Wake County Public School System in April, 2006

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Benefits:

- Students reflect own interests and learning styles
- Confidence booster for reluctant responders
- Prompts discussion
- Helps separate facts from questions and feelings
- Validates varied responses
- Keeps group work focused

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> - Interpreting text - Checking for understanding at end of unit - Tapping into interest - Metacognitive strategies - Practicing with students - Revisiting text - Preparing for seminar - Collecting information from video, lecture, etc. - Reviewing content material - On-going formative assessment 	<ul style="list-style-type: none"> - Student interest - Student learning styles - Differing text - Levels of questioning - Flexible grouping - Safe way for students (especially at-risk students) to respond - Opportunity for students to give open-ended responses - Opportunity for higher-order thinking
Content-Area Examples Collected from Workshop Participants	
<p>Science:</p> <ul style="list-style-type: none"> - Used for taking notes on videos <p>English:</p> <ul style="list-style-type: none"> - Used to support and encourage reluctant responders - Used to help students respond to a challenging story and approach it in a variety of ways - Focus information from non-fiction reading - Character analysis by responding from the point of view of the character - Used to introduce topic in a new unit to access prior knowledge (ex. <i>Night</i> and the Holocaust) 	<p>Math:</p> <ul style="list-style-type: none"> - Opportunity to engage students by responding to math problems in a new way - Students can respond from the point of view of the concept (i.e., "If I were the slope of this line...")